

Wake County Public School System

Kindergarten Mathematics Observation Profile
for On-Going Assessment
and End-of-the-Year Evaluation

Purpose:

This profile is designed as a recording document for monitoring an individual student’s progress throughout the school year. The information gathered in this document will be used to plan appropriate instruction, to share student progress with parents and to determine progress report levels. The specific objectives from the *North Carolina Standard Course of Study* are clustered on this profile in four quarters.

DIRECTIONS FOR USE:

- ◆ Student’s performance is noted after observing application of the objective on three occasions. The quarterly assessment is only one piece of evidence. Mark the appropriate level (1, 2, 3, 4) for those items that are assessed each quarter.
- ◆ Mark the objective only after the student has demonstrated performance at any level at least three times.
- ◆ Objectives marked “QA” are assessed on the Quarterly Math Assessment. Objectives marked “S” in the fourth quarter are assessed with the Summative Assessment.
- ◆ Include supporting documentation such as written samples, photos, electronic portfolio, journal entries, teacher observations, formal assessments, and project evaluations. The results of the quarterly assessment serve as one piece of evidence.
- ◆ Indicate the student’s overall quarterly performance level (1, 2, 3, or 4) in the box at the bottom of each column. This score should reflect the student’s overall performance for the quarter.
- ◆ This profile (along with work samples and the summarative assessment) is to be included with the student’s records in the event of transfer or at the end of the year for the next teacher.

Resources:

Kindergarten Mathematics Pacing Guide
Learning and Teaching Guides
Daily Routines and Alignment Lessons
NC Indicators

Descriptions of Levels of Performance

Level 1 (Limited Performance)

- Exhibits minimal performance
- Shows very little evidence of conceptual understanding and use of strategies
- Frequently responds with inappropriate answer and/or procedure
- Very often displays misunderstandings
- Infrequently completes tasks appropriately and accurately
- Needs assistance, guidance and modified instruction

Level 2 (Not yet proficient)

- Exhibits inconsistent performance and misunderstandings at times
- Shows some evidence of conceptual understanding
- Has difficulty applying strategies or completing tasks in unfamiliar situations
- Occasionally responds with the appropriate answer or procedure
- Frequently requires teacher guidance
- Demonstrates some Level 3 competencies but is inconsistent

Level 3 (Proficient)

- Exhibits consistent performance
- Shows conceptual understanding
- Applies strategies in most situations
- Responds with appropriate answer or procedure
- Completes tasks accurately
- Needs minimal assistance
- Exhibits fluency and applies learning
- Shows some flexibility in thinking
- Works with confidence
- Recognizes cause and effect relationships
- Applies models and explains concepts

Level 4 (Exceeds Expectations)

- Consistent performance beyond proficiency
- Works independently
- Understands advanced concepts
- Applies strategies creatively
- Analyzes and synthesizes
- Shows confidence and initiative
- Justifies and elaborates responses
- Makes critical judgments
- Make applications and extensions beyond proficiency; applies Level 3 competencies in more challenging situations

Comments:

First Quarter:

Second Quarter:

Third Quarter:

Fourth Quarter:

Kindergarten Observation Profile for On-Going Assessment and End of Year Evaluation

1st Quarter Goals and Objectives

Teach and Assess

Number and Operations

1.01 Develop number sense for whole numbers through 30. (1-10)
**Student counts to
1.01 a Connect model, number word (orally), and number, using a variety of representations. (1-10)
1.01 b Count objects in a set.
1.01 c Read and write numerals.
1.01 g Recognize equivalence in sets and numbers 1-10.
1.03 Solve problems and share solutions to problems in small groups.

QA
QA
QA

Geometry

3.03 Model and use directional and positional vocabulary.

Algebra

5.01 Sort and classify objects by one attribute.
5.02 Create and extend patterns with actions, words, and objects. (AB)

Teach

Number and Operations

1.01 d Compare and order sets and numbers.
*1.01 e Use ordinals (1st-5th).
*1.01 f Estimate quantities fewer than or equal to 10.
1.01 g Recognize equivalence in sets and numbers 1-10.

Measurements

*2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
*2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

Geometry

3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
3.02 Compare geometric shapes (identify likenesses and differences).

Data Analysis

*4.01 Collect and organize data as a group activity.
*4.02 Display and describe data with concrete and pictorial graphs as a group activity.

Overall quarterly performance

☐

* Supplemental Daily Routine

2nd Quarter Goals and Objectives

Teach and Assess

Number and Operations

1.01 Develop number sense for whole numbers through 30. (1-20)
Student counts to
1.01 a Connect model, number word (orally), and number, using a variety of representations.
1.01 b Count objects in a set.
1.01 c Read and write numerals.
1.01 d Compare and order sets and numbers.
*1.01 e Use ordinals (1st-5th).
1.03 Solve problems and share solutions to problems in small groups.

QA
QA

Measurement

*2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
*2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week).

QA

Geometry

3.03 Model and use directional and positional vocabulary.

Data Analysis

*4.01 Collect and organize data as a group activity.
*4.02 Display and describe data with concrete and pictorial graphs as a group activity.

Algebra

5.01 Sort and classify objects by one attribute.
5.02 Create and extend patterns with actions, words, and objects. (ABB)

QA
QA

Teach

Number and Operations

*1.01 f Estimate quantities fewer than or equal to 10.
1.01 g Recognize equivalence in sets and numbers 1-10.

Geometry

3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
3.02 Compare geometric shapes (identify likenesses and differences).
3.04 Complete simple spatial visualization tasks and puzzles.

Overall quarterly performance

☐

* Supplemental Daily Routine

3rd Quarter Goals and Objectives

Teach and Assess

Number and Operations

1.01 Develop number sense for whole numbers through 30. (1-30)
Student counts to
1.01 a Connect model, number word (orally), and number, using a variety of representations.
1.01 b Count objects in a set.
1.01 c Read and write numerals.
1.01 d Compare and order sets and numbers.
*1.01 e Use ordinals (1st-10th).
1.03 Solve problems and share solutions to problems in small groups.

QA
QA
QA
QA

Measurement

*2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
*2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

QA

Geometry

3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
3.02 Compare geometric shapes (identify likenesses and differences).
3.03 Model and use directional and positional vocabulary.
3.04 Complete simple spatial visualization tasks and puzzles.

QA
QA

Data Analysis

*4.01 Collect and organize data as a group activity.
*4.02 Display and describe data with concrete and pictorial graphs as a group activity.

Algebra

5.02 Create and extend patterns with actions, words, and objects. (AAB)

Teach

Number and Operations

1.01 Develop number sense for whole numbers through 30. (1-30)
*1.01 f Estimate quantities fewer than or equal to 10.
1.01 g Recognize equivalence in sets and numbers 1-10.
1.02 Share equally (divide) between two people; explain.
5.01 Sort and classify objects by one attribute.

Overall quarterly performance

☐

* Supplemental Daily Routine

4th Quarter Goals and Objectives

Teach and Assess

Number and Operations

1.01 Develop number sense for whole numbers through 30. (1-30)
Student counts to
1.01 a Connect model, number word (orally), and number, using a variety of representations.
1.01 b Count objects in a set.
1.01 c Read and write numerals.
1.01 d Compare and order sets and numbers.
*1.01 e Use ordinals (1st-10th).
*1.01 f Estimate quantities fewer than or equal to 10.
1.01 g Recognize equivalence in sets and numbers 1-10.
1.02 Share equally (divide) between two people; explain.
1.03 Solve problems and share solutions to problems in small groups.

S
S
S
QA
QA

Measurement

*2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
*2.02 Recognize concepts of calendar time using appropriate vocabulary (months of the year, seasons).

QA

Geometry

3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
3.02 Compare geometric shapes (identify likenesses and differences).
3.04 Complete simple spatial visualization tasks and puzzles.

S

Data Analysis

*4.01 Collect and organize data as a group activity.
*4.02 Display and describe data with concrete and pictorial graphs as a group activity.

Algebra

5.02 Create and extend patterns with actions, words, and objects. (AABB)

S

Overall quarterly performance

☐

* Supplemental Daily Routine

Wake County Public School System

2010-2011

Student Name

ID#

Teacher's Name

School